

# **INTRODUCTION TO CULINARY ARTS**

## **Curriculum Content Frameworks**

**(Only available for the Food Production, Management, and Services or the Culinary Arts Programs of Study.)**

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# Curriculum Content Framework

## INTRODUCTION TO CULINARY ARTS

Grade Levels: 9, 10, Course Code: 493250	Prerequisites:
Course Description: Introduction to Culinary Arts is a semester course designed to introduce students to the culinary arts profession. Emphasis in this course is given to the development of basic competencies related to the culinary arts profession, basic menus and recipes, standardization, and kitchen procedures. Upon completion of this course, students will be introduced to skills needed for employability, customer relations, menu planning, recipe use, weights and measures, conversions, budgeting, safety and sanitation, organizing for efficiency, and lab procedures.	

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# Unit 1: Introduction to Culinary Arts

## 12 Hours

Terminology: application form; area chef; boucher; chef de cuisine; chef de partie; Department of Health, Education, and Welfare; Department of Labor; dependent; discrimination; employment agencies; executive chef; flexibility; friturier; garde manger; grillardin; health certificate; health record; institutional cook; interview; job application; kitchen brigade; line cook; minimum wage; National Sanitation Foundation; net pay; OSHA; overtime; pastry chef; patissier; poissonier; potager; references; résumé; rotisseur; salary; saucier; short order cook; Social Security number; sous chef; tourant; wage; withholding; work ethic; worker's compensation

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
1.1 Identify terms related to culinary professions, employability skills, and customer relations		Foundation	Reading          Writing	Analyzes and applies what has been read to specific task [1.3.2]    Comprehends written information for main ideas [1.3.7]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.2 Discuss the development of the modern food service industry	1.2.1 Research technology advancement in the culinary arts profession	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
1.3 List the attributes of a professional chef	1.3.1 Research different types of chefs	Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
1.4 Identify employability skills	1.4.1 Prepare a résumé  1.4.2 Locate appropriate culinary job	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]  Applies information to job performance [1.3.4]

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	1.4.3 Participate in mock job interview	Interpersonal	Writing	Composes and creates documents—letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
			Customer Service	Applies human relations skills in real-life situations [2.3.1]  Demonstrates face-to-face selling skills [2.3.3]
1.5 Identify the role and duties of each member of the service staff	1.5.1 Interview a restaurant employee	Personal Management Skills	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethic [3.2.4]  Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]  Analyzes mission statement, work objectives, and implementation plans [3.3.3]
1.6 Demonstrate service skills that provide exceptional customer service	1.6.1 Create a chart illustrating customer service skills	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Composes and creates documents—letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]

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1.7 Practice workplace etiquette	1.7.1 Demonstrate proper table setting	Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]

## Unit 2: Basic Menus and Recipes

### 12 Hours

Terminology: a la carte, calorie, carbohydrates, cholesterol, cuisine, cycle menu, Dietary Guidelines for Americans, entrée, fat, fat-soluble vitamin, fiber, fixed menu, Food Guide Pyramid, heart healthy, low fat diet, low sodium diet, meal pattern, menu, metabolism, mineral, NAS Dietary Guidelines, nutrient, nutrition, preservatives, protein, RDA, table d`hote, vitamin, water, water-soluble vitamins

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2.1 Define terms related to nutrition, menu planning, and recipes		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]  Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
2.2 Discuss basic food groups	2.2.1 Identify food group names	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]  Asks questions to clarify information [1.5.3]
2.3 List nutrients in each food group	2.3.1 Differentiate between fats, water, carbohydrates, carbohydrates, vitamins, minerals, and proteins	Thinking	Reasoning	Comprehends ideas and concepts related to nutrition [4.5.2]  Uses logic to draw conclusions from available information [4.5.6]
2.4 Identify food sources and functions of each nutrient	2.4.1 Create a poster to illustrate nutrient sources and functions	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]

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			Writing	Comprehends written information for main ideas [1.3.7]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
2.5 Describe the Food Guide Pyramid	2.5.1 Classify the Food Guide Pyramid into groups by making a collage	Thinking	Reasoning	Comprehends ideas and concepts related to nutrition [4.5.2]  Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.6 Explain influences on food choices	2.6.1 Illustrate social, emotional, and physical reasons for food choices	Foundation  Interpersonal Skills	Reading  Cultural Diversity	Draws conclusions from what is read [1.3.12]  Comprehends ideas and concepts related to nutrition [2.2.1]
2.7 Explain how to use dietary guidelines to meet nutritional needs	2.7.1 Create a chart to describe proper nutrition through dietary guidelines	Thinking	Creative Thinking	Combines ideas or information in new way [4.1.2]  Creates new design by applying specified criteria [4.1.3]
2.8 Describe different menu types	2.8.1 Match menu types to their correct terms	Foundation	Writing	Analyzes data, summarizes, results, and makes conclusions [1.6.2]

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2.9 Identify influences on menus	2.9.1 Discuss social, economical, and seasonal reasons for menu selections	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]  Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
2.10 List types of food equipment needed for menus	2.10.1 Demonstrate use of equipment for different types of menus	Thinking	Knowing How to Learn	Applies new knowledge and skills to food preparation [4.3.1]  Uses available resources to apply new skills [4.3.6]
2.11 List guidelines for developing a well balanced menu	2.11.1 Develop an example of a balanced menu	Thinking	Creative Thinking	Combines ideas or information in new way [4.1.2]
2.12 Explain the difference between a narrative and a standard recipe	2.12.1 Locate examples of narrative and standard recipes	Foundation	Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]  Organizes information into an appropriate format [1.6.10]
2.13 Identify reasons for modifying recipes	2.13.1 Identify techniques used to modify recipes  2.13.2 Create modifications for recipes based on nutritional needs	Foundation	Science	Acquires and processes scientific data [1.4.1]  Reads measurements from common measuring devices [1.4.21]



## Unit 3: Culinary Math

### 10 Hours

Terminology: baker's percentage, budget, calorie, comparison shopping, conversion factor, credit, daily value, electromagnetic energy, electrolytes, equivalent, extended cost, finance charge, fixed expenses, gratuity, heating units, income, metric system, portion cost, rebate, time/work schedule, tip, true percentage, unit cost, unit pricing, warranty, yield

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3.1 Explain basic addition, subtraction, multiplication, and division as applied to fractions	3.1.1 Demonstrate basic addition, subtraction, multiplication, division as applied to fractions	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
3.2 Identify equivalent measurements	3.2.1 Demonstrate conversion of food measurements	Foundation	Arithmetic/ Mathematics	Converts different units of measurements [1.1.17]
3.3 Describe reasons to change the yield of a recipe	3.3.1 Practice increasing and decreasing the yield of various recipes	Foundation	Arithmetic/ Mathematics	Applies computation skills to food preparation [1.1.5]  Calculates percentages, ratios, proportions, decimals, and common fractions [1.1.10]  Makes precision measurements using a calculator [1.1.27]  Performs basic computations [1.1.31]  Uses basic numerical concepts in practical situations [1.1.32]
3.4 Discuss correct techniques for measuring and weighing food items	3.4.1 Identify and use the balance scale	Foundation	Arithmetic/ Mathematics	Makes precision measurements using a scale [1.1.27]

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	3.4.2 Identify and use the portion scale			Uses common measuring devices/tools to measure [1.1.37]
3.5 Differentiate between recipe costing, menu costing, and food cost percentage	3.5.1 Demonstrate how to determine recipe cost 3.5.2 Illustrate menu costing 3.5.3 Calculate food cost percentage	Foundation	Arithmetic/ Mathematics	Applies addition to values in a sequence [1.1.2]  Calculates percentages, ratios, proportions, decimals, and common fractions [1.1.10]  Converts different units of measurement [1.1.17]  Creates tables, graphs, diagrams, and charts to convey quantitative information[1.1.18]  Expresses mathematical ideas and concepts orally and in writing [1.1.23]
3.6 Explain the mathematical equation for temperature conversion	3.6.1 Demonstrate calculations to convert from Celsius to Fahrenheit and from Fahrenheit to Celsius	Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]  Applies a mathematical formula to solve a problem [1.1.3]

## Unit 4: The Professional Kitchen

### 7 Hours

**Terminology:** atmosphere, bacteria, baker's scale, baker's trough, balloon whip, bench mixer, bin, boning knife, botulism, butcher knife, chef's knife, china cap, citrus knife, cleaver, colander, compartment steamer, contamination, convection oven, cross contamination, cuisine, direct contamination, double boiler, dredge, dry measuring cups, FIFO, first aid, flat-top range, food mill, french whip, fruit and salad knife, fungi, funnel, grater, griddle-top range, hazard, Heimlich maneuver, inventory, kitchen fork, ladle, liquid measuring cups, measuring spoons, mise en place, open-top range, orientation, OSHA, paring knife, pasteurization, peeler, pesticides, portion scale, preparation, production schedule, proofing oven, roasting pan, salmonella, sanitation, serrated knife, sharpening steel, sharpening stone, sheet pan, shigellosis, skimmer, spatula, springform pan, stack oven, standardized recipe, staphylococcus, sterilize, stockpot, strainer, teamwork, temperature danger zone, thermometer, time/work schedule, time management, trichinella, utility scissors, workflow, work simplification, zester.

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4.1 Define terms related to sanitation and food safety		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Distinguish situations that require immediate hand washing when working with food	4.2.1 Practice proper hand washing techniques	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information to job performance [1.3.4]
			Science	Describes/Explains scientific principles related to food safety [1.4.14]
			Writing	Records data [1.6.16]
4.3 Differentiate between cleaning and sanitizing surfaces	4.3.1 Demonstrate the use of sanitizing agents on various surfaces/equipment	Foundation	Listening	Listens for content [1.2.3]
			Reading	Applies information to job performance [1.3.4]

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4.4 Develop guidelines for safe storage of sanitizing agents	4.4.1 Plan an orderly, accessible storage area for cleaning equipment	Foundation	Arithmetic/ Mathematics  Reading	Draws to scale [1.1.20]  Analyzes and applies what has been read to specific task [1.3.2]
4.5 Examine occupational safety hazards related to food service	4.5.1 Modify dress to promote safety in the lab  4.5.2 Demonstrate safe handling and use of equipment  4.5.3 Integrate preparation techniques to promote safety	Foundation	Listening  Reading  Science	Listens to follow directions [1.2.6]  Comprehends written information and applies it to a task [1.3.8]  Describes/Explains scientific principles related to food safety [1.4.14]
4.6 Point out dangers of working when under the influence of alcohol or drugs	4.6.1 Simulate hazards of working under the influence	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
4.7 Examine emergency first aid procedures	4.7.1 Demonstrate emergency first aid procedures	Foundation	Listening   Science	Listens to follow directions [1.2.6]  Receives and interprets verbal messages [1.2.8]  Applies life-saving techniques [1.4.4]
4.8 Outline characteristics and prevention of food-borne illnesses	4.8.1 Evaluate techniques for handling food to prevent food-borne illnesses  4.8.2 Find criteria that determine an official outbreak of a food-borne illness	Foundation   Interpersonal Skills	Listening  Reading  Science  Coaching	Listens for content [1.2.3]  Analyzes and applies what has been read to specific task [1.3.2]  Describes/Explains scientific principles related to food safety[1.4.14]  Helps others learn new skills [2.1.3]

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4.9 Ascertain conditions and factors necessary for growth of microorganisms	4.9.1 Measure the temperature range known as the “danger zone” for holding foods  4.9.2 Record the time it takes to heat liquid, semisolids, and solid foods to a temperature above the danger zone, using different methods  4.9.3 Measure the temperature of a refrigerator and freezer, using both the Celsius and Fahrenheit scale	Foundation	Arithmetic/ Mathematics          Listening	Calculates measurements taken from measuring devices [1.1.9]  Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]  Listens for content [1.2.3]  Listens to follow directions [1.2.6]
4.10 Compile local, state, and federal health and safety standards for the food service industry	4.10.1 Investigate Web sites of health and safety standards for the food service industry  4.10.2 Assess information gathered from research	Foundation	Reading          Science          Writing	Comprehends written specifications, and applies them to a task [1.3.9]  Follows safety guidelines [1.4.16]  Observes health code/sanitation requirements [1.4.19]  Organizes information into an appropriate format [1.6.10]
4.11 Determine basic sources of contamination of food supplies	4.11.1 Classify basic sources of food contaminants	Foundation	Science	Describes/Explains scientific principles related to food safety [1.4.14]
4.12 Define terms related to organization of kitchen		Foundation	Reading          Writing	Applies/Understands technical words that pertain to subject [1.3.6]  Uses technical words and symbols [1.6.20]

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4.13 Outline characteristics of a well-designed commercial kitchen	4.13.1 List characteristics and discuss reasons for each	Foundation	Listening	Comprehends ideas and concepts related to culinary arts [1.2.1]
	4.13.2 Explain reasons for equipment selection		Reading	Reads and follows instructions to operate technical equipment [1.3.19]
	4.13.3 Discuss obstacles to address when designing a commercial kitchen		Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
4.14 Identify the workflow areas in a commercial kitchen	4.14.1 Illustrate the workflow areas in a commercial kitchen	Foundation	Reading	Applies information to job performance [1.3.4]
	4.14.2 List jobs to be completed in each area		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	4.14.3 Name the chef responsible for each area			
4.15 Demonstrate selecting, using, and maintaining food production equipment	4.15.1 Operate tools and equipment following safety procedures and OSHA requirements	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8]
	4.15.2 Demonstrate how to properly maintain and store tools and equipment			Follows written directions [1.3.13]
	4.15.3 Demonstrate correct procedures for cleaning and sanitizing equipment		Science	Reads and follows instructions to operate technical equipment [1.3.19]
				Uses standard occupational resource materials [1.3.22]
				Determines quantities/measurements in English and metric units [1.4.15]

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	<p>4.15.4 Examine equipment purchased for efficiency based on long-term needs, specific regulations, and codes related to foods</p> <p>4.15.5 Recognize and discuss the types of professional hand tools and equipment</p>			
4.16 Demonstrate knowledge of stations and equipment in a commercial kitchen	4.16.1 Illustrate placement of stations with necessary equipment	Foundation	Writing	Organizes information into an appropriate format [1.6.10]
4.17 Define terms related to laboratory procedures		Foundation	<p>Reading</p> <p>Writing</p>	<p>Applies information and concepts derived from printed materials [1.3.3]</p> <p>Applies/Uses technical words and concepts [1.6.4]</p>
4.18 Demonstrate basic food preparation techniques	<p>4.18.1 Label the components and explain the functions of each in a standardized recipe</p> <p>4.18.2 Calculate equivalents for weights and measures</p> <p>4.18.3 Demonstrate rules for converting a standard recipe</p> <p>4.18.4 State and demonstrate the rules for sequencing work for a recipe</p>	Foundation	<p>Arithmetic/ Mathematics</p> <p>Listening</p> <p>Reading</p>	<p>Calculates measurements taken from measuring devices [1.1.9]</p> <p>Calculates percentages, ratios, proportions, decimals, and common fractions [1.1.10]</p> <p>Comprehends ideas and concepts related to culinary arts [1.2.1] Listens to follow directions [1.2.6]</p> <p>Analyzes and applies what has been read to specific task [1.3.2]</p>

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	4.18.5 Apply mise en place in laboratory on daily basis  4.18.6 Demonstrate proper use and care of hand tools and equipment		Writing	Applies information to job performance [1.3.4]  Uses appropriate materials and techniques as specified [1.3.20]  Summarizes written information [1.6.17]
4.19 Demonstrate planning process for production of standard product	4.19.1 Using a standardized recipe, develop plans for preparing a standard product  4.19.2 Implement steps for preparing standard product  4.19.3 Evaluate results of lab	Foundation	Listening  Reading        Writing	Listens to follow directions [1.2.6]  Analyzes and applies what has been read to specific task [1.3.2]  Applies information to job performance [1.3.4]  Draws conclusions from what is read [1.3.12]  Evaluates written information for accuracy, appropriateness, and style [1.3.14]  Analyzes data, summarizes results, and makes conclusions [1.6.2]



## Unit 5: Culinary Laboratory Experience

### 26 Hours

Terminology: aging, al dente, bake, barbecue, barding, baste, beat, blanch, blend, boil, braise, bran, bread, broil, brown, chop, collagen, core, cream, cube, curdling, curing, cut in, deep fry, dehydration, desired yield, dice, dissolve, dot, drain, dredge, elastin, endosperm, enriched, enzymatic browning, ethylene gas, flute, fold, fortified, freshness date, gluten, grate, grease, grilling, grind, homogenization, hors d'oeuvres, julienne, knead, larding, leavener, marbling, marinate, mash, mince, mise en place, pan-broil, pan-fry, parboil, pare, pasta, pasteurization, poach, portion control, preheat, preparation station, proof, rehydration, ripeness, roast, sauté, scald, score, sear, sell by date, shred, sift, simmer, sliver, standardized recipe, standing time, steam, steep, stew, stir, stir-fry, use by date, whip, whole grain, yield

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5.1 Identify terms related to grains, grain products, and baking		Foundation	Reading	Draws conclusions from what is read [1.3.12]
5.2 Categorize the different types and characteristics of grains	5.2.1 Design a document using current technology, categorizing the different types and characteristics of grains	Foundation	Writing	Composes and creates documents—letters, manuals, reports, proposals, graphs, flow charts, etc [1.6.8]  Evaluates written information for appropriateness/content/clarity [1.6.9]
		Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]
			Problem Solving	Interprets drawings to solve design problems [4.4.7]
5.3 Research purposes of common baking ingredients	5.3.1 Determine common reactions baking ingredients have during the cooking process	Foundation	Science	Converts quantities and measurements from one form to another [1.4.13]
		Thinking	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]

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				Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
5.4 Identify supplies and equipment used in baking, including mixing equipment, pans, and large equipment items	5.4.1 Examine in the laboratory items used in baking	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.16]
		Thinking	Knowing How to Learn	Uses standard occupational resource materials [1.3.22]
			Seeing Things In Mind's Eye	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
5.5 Determine guidelines for buying and storing grain products	5.5.1 Illustrate guidelines in buying and storing grain products	Foundation	Reading	Uses senses to perceive [4.6.5]
			Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
5.6 Describe techniques used in baking	5.6.1 Demonstrate baking skills in laboratory setting	Foundation	Speaking	Composes and creates documents—letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
				Adapts presentation to audience [1.5.1]
				Communicates a thought, idea, or fact in spoken form [1.5.5]
5.7 Identify terms related to fruits and vegetables		Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Draws conclusions from what is read [1.3.12]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce				
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5.8	Describe origins of common fruits and vegetables	5.8.1	Compile a list including names and pictures of a variety of fruits and vegetables	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
		5.8.2	Classify fruits and vegetables according to families		Science	Applies knowledge to complete a practical task [1.4.3]
					Writing	Organizes information into an appropriate format [1.6.10]  Presents answers/conclusions in a clear and understandable form [1.6.13]
5.9	Determine ways to test for ripeness of fruits and vegetables	5.9.1	Classify fruits and vegetables according to season harvested and available markets	Foundation	Science	Acquires and processes scientific data [1.4.1]  Applies knowledge to complete a practical task [1.4.3]
				Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]  Uses logic to draw conclusions from available information [4.5.6]
5.10	Explain proper buying and storage of fruit and vegetables	5.10.1	Plan a field trip to market or class demonstration of proper selection and storage of fruits and vegetables	Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
				Personal Management	Responsibility	Follows established rules, regulations, and policies [3.2.5]  Pays close attention to details [3.4.8]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
5.11 Discuss enzymatic browning in fruits and vegetables	5.11.1 Experiment in laboratory ways to prevent enzymatic browning in fruits and vegetables	Foundation	Science	Acquires and processes scientific data [1.4.1]  Determines quantities/measurements in English and metric units [1.4.15]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
5.12 Describe methods of cooking fruits and vegetables	5.12.1 Demonstrate in lab setting a variety of cooking methods for fruits and vegetables	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Knowing How To Learn	Uses available resources to apply new skills [4.3.6]
			Seeing Things In Mind's Eye	Visualizes a finished product [4.6.4]  Uses senses to perceive [4.6.5]
5.13 Identify terms related to dairy products		Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
5.14 Describe the types of dairy foods available	5.14.1 Working in groups, determine the common sources of dairy products	Foundation	Reading	Determines what information is needed [1.3.10]
	5.14.2 Research sources of dairy products			Draws conclusions from what is read [1.3.12]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
		Interpersonal	Leadership	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  Organizes group in planning and performing a specific task [2.4.9]
5.15 Interpret the steps involved in processing dairy products	5.15.1 Use a field trip, video, or Internet to explore dairy processing	Interpersonal	Customer Service  Teamwork	Applies human relations skills in real-life situations [2.3.1]  Comprehends ideas and concepts related to culinary arts [2.6.1]  Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
5.16 Discuss guidelines for buying, storing, and cooking with dairy products	5.16.1 Develop guidelines for buying and storing dairy products  5.16.2 Recommend ways to prevent problems when cooking with milk  5.16.3 Prepare and judge a variety of food products prepared with dairy products (Laboratory ideas: cheese tasting event; make butter, whipped cream, pudding, and white sauce)	Foundation  Personal Management	Reading  Science  Organizational Effectiveness	Draws conclusions from what is read [1.3.12]  Records data related to food preparation [1.4.22]  Applies knowledge to implement work-related system or practice [3.3.4]  Comprehends ideas and concepts related to food preparation [3.4.2]  Sets high standards for self in completion of a task [3.4.9]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
		Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]  Sees relationship between two or more ideas, objects, or situations [4.5.5]
5.17 Identify terms related to protein foods		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
5.18 Identify varieties of protein foods	5.18.1 Design a document identifying the varieties of protein foods	Foundation  Thinking	Writing  Creative Thinking  Decision Making	Produces neat, legible document from typewriter or computer [1.6.15]  Creates new design by applying specified criteria [4.1.3]  Comprehends ideas and concepts related to food preparation [4.2.2]
5.19 Describe guidelines for purchasing and storing protein foods		Foundation	Reading	Determines what information is needed [1.3.10]
5.20 Determine techniques used in cooking protein foods	5.20.1 Demonstrate moist-heat and dry-heat methods of cooking protein foods	Interpersonal  Thinking	Teamwork  Knowing How To Learn  Seeing Things In the Mind's Eye	Works effectively with others to reach a common goal [2.6.6]  Uses available resources to apply new skills [4.3.6]  Visualizes a finished product [4.6.4]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
5.21 Explain the inspection and grading process of meats, poultry, fish, and shellfish		Thinking Skills	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]  Forms opinions [4.1.7]
5.22 Research the process from farm to kitchen of a variety of protein foods	5.22.1 Design a poster depicting the process of protein foods from farm to kitchen  5.22.2 Research career options in this field, and discuss job duties for each	Foundation          Personal Management	Writing          Career Awareness	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]  Presents answers/conclusions in a clear and understandable form [1.6.13]  Develops skills to locate, evaluate, and interpret career information [3.1.4]  Explores career opportunities [3.1.6]
5.23 Identify terms related to fats and oils		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
5.24 List the variety of fats and oils used in cooking		Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
5.25 Describe the purposes and effects fats and oils have in the cooking process	5.25.1 Determine the temperature at which fats and oils reach the smoking point	Foundation	Science	Acquires and processes scientific data [1.4.1]  Applies knowledge to complete a practical task [1.4.3]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
				Determines quantities/measurements in English and metric units [1.4.15]
5.26 Compare the difference between oils and solid fats	5.26.1 Judge the same recipe prepared once with oil and once with a solid fat	Foundation	Science	Determines quantities/measurements in English and metric units [1.4.15]
		Interpersonal	Teamwork	Measures dry and liquid supplies [1.4.17]
		Thinking	Reasoning	Contributes to group with ideas, suggestions, and effort [2.6.2]
				Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]



# Glossary

## Unit 1 Introduction to Culinary Arts

1. Application form—a form that asks for personal information
2. Area chef—usually in larger operations, the chef responsible for specific facilities or functions such as banquets; part of the modern kitchen brigade
3. Boucher—the chef responsible for butchering meats and poultry; part of the classic kitchen brigade
4. Chef de cuisine—the top chef of the kitchen, who is responsible for all kitchen operations, quality, menu and recipe development, and purchasing; part of the classic kitchen brigade
5. Chef de partie—produces the menu items under the direct supervision of the chef or sous chef; also called a station chef; part of the classic kitchen brigade
6. Department of Health, Education, and Welfare—an agency that checks to see that an establishment has eliminated safety hazards from a workplace and inspects for the sanitary handling of food
7. Department of Labor—an agency that encourages employers to prevent hazards in the workplace and to improve existing safety and health programs
8. Dependent—someone whom you support, such as a child
9. Discrimination—judging someone upon race, religion, national origin, sex, or limits to physical or mental abilities that do not affect work performance
10. Employment agencies—a matchmaker between job seekers and companies with job openings
11. Executive chef—the top chef of the kitchen, who is responsible for all kitchen operations, quality, menu and recipe development, and purchasing; part of the modern kitchen brigade
12. Flexibility—the ability to move your muscles and joints through their full range of motion; capable of being adapted, modified, or molded
13. Friturier—the chef responsible for all fried items; part of the classic kitchen brigade.

14. Garde manger—the chef in charge of cold food production, including salads and salad dressings, cold appetizers, and buffet items; also called a pantry chef; part of the classic kitchen brigade
15. Grillardin—the chef responsible for all grilled items; part of the classic kitchen brigade
16. Health certificate—a certificate stating you are free of disease
17. Health record—a record of your health history
18. Institutional cook—a chef who generally works with large quantities of prepackaged or prepared foods for a captive market such as a school, hospital, or prison; part of the modern kitchen brigade
19. Interview—a get-acquainted meeting between an employer and a job applicant; the method most widely used by employers to assess an applicant's qualifications
20. Job application—a form in which you supply information about yourself that will help an employer make a hiring decision
21. Kitchen brigade—a system of staffing a kitchen so that each worker is assigned a set of specific tasks often related by cooking method, equipment, or food being prepared; there are classic brigade terms and modern brigade terms, each reflecting the changes in kitchen organization based on the times
22. Line cook—the chef responsible for preparing menu items according to recipe specifications; part of the modern kitchen brigade
23. Minimum wage—the least amount of money that can be earned by the hour
24. National Sanitation Foundation—an agency that ensures public safety by protecting air and water quality and enforcing adherence to sanitation standards
25. Net pay—the amount of income left after taxes and other deductions are taken out
26. OSHA (Occupational Safety and Health Administration)—an organization created within the Department of Labor that sets standards and inspects workplaces to ensure that employers provide safe and healthful environments
27. Overtime—extra pay for each hour worked in excess of 40 hours per week
28. Pastry chef—the chef responsible for developing recipes for and preparing desserts, pastries, frozen desserts, and breads; part of the modern kitchen brigade
29. Pâtissier—the chef responsible for all baked items, including breads, pastries, and desserts; not necessarily under the sous chef's direct supervision; part of the classic kitchen brigade

30. Poissonier—the chef responsible for fish and shellfish items; part of the classic kitchen brigade
31. Potager—the chef responsible for soups and stocks; part of the classic kitchen brigade
32. References—people who know an applicant well and can provide information about that person, his or her character, work ability, or academic standing; needed for job application forms
33. Résumé—a summary of your qualifications for a job
34. Rotisseur—the chef responsible for all roasted items and jus or other related sauces; part of the classic kitchen brigade
35. Salary—money earned on a fixed basis, usually by people in management and professional positions
36. Saucier—the chef responsible for all sautéed items and most sauces; one of the most demanding jobs in the kitchen; part of the classic kitchen brigade
37. Short order cook—a chef who is responsible for quickly preparing foods to order in smaller operations and who will work across many stations; part of the modern kitchen brigade
38. Social Security number—an individual number for each person to protect against loss of earnings after retirement, unemployment, disability, or death of a supporting spouse
39. Sous chef—a cook who supervises food production and reports to the executive chef; second in command in the kitchen; part of both the classic and modern kitchen brigades
40. Tourant—the cook who works where needed; also called the roundsman or swing cook; part of the classic kitchen brigade
41. Wage—money earned by the hour
42. Withholding—to deduct, as money from a paycheck
43. Work ethic—a personal commitment to doing your best as part of the workplace team
44. Worker's compensation—provides income and medical benefits to employees injured in work-related accidents

## Unit 2

### Basic Menus and Recipes

1. A la carte—food offered with a separate price for each food item on the menu
2. Calorie—a measurement of the amount of energy produced when food is burned by the body; in science, the amount of energy needed to raise the temperature of 1.0 gram of water 1.0 degrees Celsius
3. Carbohydrates—an essential nutrient that is the body's main source of energy; includes sugars and starches
4. Cholesterol—a waxy liquid found in every cell of the body; also found in foods from animal sources; a lipid, specifically a sterol, found in humans and animals and made from glucose or saturated fatty acids; excessive amounts believed to contribute to plaque formation, which clogs arteries and causes heart problems
5. Cuisine—a particular style of cooking, often related to a country or region
6. Cycle menu—a menu that is made up for a certain time period and is then repeated; a cycle usually varies from three to seven or more days
7. Dietary Guidelines for Americans—a set of guidelines about food choices developed by the U.S. government
8. Entrée—the main course of a meal
9. Fat—a nutrient that provides a concentrated source of energy and helps protect the body from sudden changes in outside temperature
10. Fat-soluble vitamin—a vitamin, specifically vitamins A, D, E, and K, that dissolve in fats
11. Fiber—indigestible polysaccharides that make up the tough, fibrous cell walls of plants and is used by the body to help move food through the digestive system
12. Fixed menu—a menu that offers the same dishes every day for a long period of time
13. Food Guide Pyramid—a guide developed by the USDA for healthful eating that divides food into six groups and indicates a range of the number of servings needed daily from each group
14. Heart healthy—foods that are low in calories, fat, salt, or cholesterol
15. Low fat diet—a diet that allows you to eat only foods that are low in fat

16. Low sodium diet—a diet that allows you to eat only foods that are low in sodium
17. Meal pattern—an outline of the basic foods normally served at each meal
18. Menu—the food choices offered at each meal
19. Metabolism—the process by which living cells use nutrients in many chemical reactions to provide energy for vital processes and activities
20. Mineral—a nutrient such as calcium, iron, and zinc; some regulate the body processes, while others become a part of body tissues
21. NAS Dietary Guidelines—explain how to choose a diet that will keep you healthy and well nourished and that can reduce chances of getting certain diseases and improve health
22. Nutrient—a chemical substance in food that helps to maintain the body
23. Nutrition—the study of nutrients and how they are used by the body
24. Preservatives—chemicals used on foods to maintain freshness and prevent spoilage; can cause contamination of foods
25. Protein—one of the six basic nutrients composed of carbon, hydrogen, oxygen, and nitrogen; the body uses it for growth and maintenance
26. RDA (Recommended Dietary Allowances)—suggested levels of nutrient intake to meet the needs of most healthy people
27. Table d` hote—a type of menu in which one price is given for an entire meal
28. Vitamin—a nutrient that doesn't provide energy or build body tissue, but helps regulate these and other body processes
29. Water—a nutrient that regulates all the body processes and is essential to life; makes up most of the body's weight
30. Water-soluble vitamins—vitamins, specifically Vitamin C or one of the B complex vitamins, that dissolve in water; they are not stored in the body

### Unit 3 Culinary Math

1. Baker's percentage—the percentage of an ingredient's proportion to the weight of the flour in a recipe
2. Budget—an orderly program for spending, saving, and investing the money you earn to achieve desired goals; also called a financial plan or spending plan
3. Calorie—a measurement of the amount of energy produced when food is burned by the body; in science, the amount of energy needed to raise the temperature of 1.0 gram of water 1.0 degrees Celsius
4. Comparison shopping—comparing products and prices in different stores before making a purchase
5. Conversion factor—number of fractions used to increase or decrease a recipe
6. Credit—an arrangement that allows consumers to buy goods or services now and pay for them later
7. Daily value—a dietary reference that appears on food labels
8. Electromagnetic energy—energy that is generated when a magnetic attraction is formed by an electric current; heat that is generated in cookware when a magnetic attraction exists between it and an electric coil in an induction cook top
9. Electrolytes—sodium, chloride, and potassium, which work together to help maintain your body's fluid balance
10. Equivalent—the same amount expressed in different ways by using different units of measure; see Appendix A
11. Extended cost—cost from multiplying unit cost times recipe quantity
12. Finance charge—the total amount a person is charged for borrowing money; includes interest plus any service charges or insurance premiums
13. Fixed expenses—set costs that must be paid, such as rent, insurance, and car payments
14. Gratuity—sum of money given to a waiter in a restaurant for service rendered; see "Tip"
15. Heating units—energy sources in ranges used to heat foods

- 16. Income—money received that is available to spend and save
- 17. Metric system—measuring system based on units of 10
- 18. Portion cost—the cost of one serving of food
- 19. Rebate—a partial refund from the manufacturer of a purchased good
- 20. Time/work schedule—a written schedule specifying the sequence of steps for food preparation and the time needed for each step
- 21. Tip—sum of money given to a waiter in a restaurant for service rendered; see also "gratuity"
- 22. True percentage—the percentage of an ingredient's proportion to the total of all ingredients in a recipe
- 23. Unit cost—cost per unit of measure
- 24. Unit pricing—the price of an item per ounce, pound, or other accepted unit of measure
- 25. Warranty—a written promise by a manufacturer that a product will meet specified standards of performance
- 26. Yield—the number of servings, or portions, that a recipe produces

## Unit 4

### The Professional Kitchen

1. Atmosphere—the “feeling” or “sense” that customers receive from the interior and exterior of a facility
2. Bacteria—single-celled microorganisms that live in soil, water, and the bodies of plants and animals
3. Baker’s scale—used to measure most baking ingredients; also called a baker's balance
4. Baker’s trough—a large, oblong stainless steel pan used for the rising of yeast dough
5. Balloon whip—used for whipping eggs or batter and for blending thinner mixtures such as gravy; also called a piano wire whip
6. Bench mixer—used to mix or whip dough and batters and slice, chop, shred, and grate foods with different attachments
7. Bin—used for storing large amounts of dry ingredients
8. Boning knife—used to filet fish, cut a part poultry, and remove raw meat from the bone
9. Botulism—a food-borne illness caused by eating food containing the spore-forming bacteria *Clostridium botulinum*, which paralyzes the muscles and can easily cause death; a form of food poisoning often caused by improper home canning
10. Butcher knife—used to divide raw meat, poultry, or fish into sections
11. Chef’s knife—used to chop, dice, or mince food and to slice warm meat; has a long, triangular blade with a concave or hollow grind; also called a French knife
12. China cap—used for straining sauce and gravy and for making puree
13. Citrus knife—used to section citrus fruit; a two-sided blade with a round tip
14. Cleaver—used to chop through bones
15. Colander—used to rinse and drain salad greens, vegetables, and fruit
16. Compartment steamer—a cabinet that cooks food quickly through the use of circulating steam



17. Contamination—to allow food to come in contact with harmful organisms or substances
18. Convection oven—an oven that uses a fan to circulate hot air over food
19. Cross contamination—the transfer of harmful bacterial from one food to another food
20. Cuisine—a particular style of cooking, often related to a country or region
21. Direct contamination—contamination that occurs when raw foods, or the plants or animals from which they come, are exposed to toxins or harmful organisms or substances.
22. Double boiler—used when temperatures must be kept below boiling or for keeping food warm without overcooking
23. Dredge—to coat a food by sprinkling it with or dipping it in a dry ingredient, such as flour or bread crumbs
24. Dry measuring cups—used to measure dry ingredients
25. FIFO (First in, first out)—stock rotation and storage principle of using older items before new ones
26. First aid—on-the-spot treatment of injuries until medical help arrives
27. Flat-top range—a cooking appliance that has burners under a solid top
28. Food mill—used for mashing, straining, and pureeing
29. French whip—used for general mixing, stirring, and beating of heavy liquids; also called a wire whip
30. Fruit and salad knife—used to prepare salad greens, vegetables, and fruits; has a hollow-ground blade
31. Fungi—microorganisms found in soil, plants, animals, water, and in the air
32. Funnel—used to fill jars with liquid
33. Grater—a device used to shred food, such as cheese, potatoes, and carrots, into coarse pieces and to grate citrus peel and nutmeg
34. Griddle-top range—a cooking appliance with a smooth top
35. Hazard—any risk or danger; biological, chemical, or physical properties that might make food unsafe
36. Heimlich maneuver—a procedure that removes food or other obstacles from a choking person's airway

- 37. Inventory—an itemized list of stock on hand and in storage areas
- 38. Kitchen fork—used to hold meats while slicing and to turn solid pieces of meat while browning or cooking
- 39. Ladle—a long-handled spoon used to portion out liquids
- 40. Liquid measuring cups—used to measure liquids; measurements marked on the side of the cup
- 41. Measuring spoons—used to measure very small amounts of ingredients
- 42. Mise en place—literally in French, "to put in place"; the preparation and assembly of ingredients, pans, utensils, and equipment or serving pieces needed for a particular dish or service
- 43. Open-top range—a cooking appliance with open burners on top
- 44. Orientation—the process of making a new employee familiar with the company, its policies and procedures, and specific job duties
- 45. OSHA (Occupational Safety and Health Administration)—an organization created within the Department of Labor that sets standards and inspects workplaces to ensure that employers provide safe and healthful environments
- 46. Paring knife—used to core, peel, pare, and section fruits and vegetables; blade is short with concave or hollow grind
- 47. Pasteurization—a heat treatment used to destroy bacteria and other microorganisms in foods, such as milk, eggs, wine, and juice
- 48. Peeler—used to scrape vegetables, such as carrots and potatoes, and to peel fruit, such as apples
- 49. Pesticides—chemicals used to kill pests during plant growth; can cause food contamination
- 50. Portion scale—used to weigh food to maintain an equal serving size
- 51. Preparation—the act of putting together ingredients to create a product
- 52. Production schedule—a form filled out by the head cook in each station, specifying the tasks to be completed
- 53. Proofing oven—an enclosed, air-tight metal container with wheels that holds sheet pans of food and in which the temperature and humidity are controlled; also called a proofer
- 54. Roasting pan—used for roasting meat and poultry; made of heavy gauge stainless steel or aluminum

- 55. Salmonella—bacteria found in raw and undercooked eggs, poultry, meat, fish, and unpasteurized milk
- 56. Sanitation—maintaining a clean condition to promote hygiene and prevent disease
- 57. Serrated knife—a knife with a long, thin, blade with saw-like notches on the edge; usually used to slice breads and cakes
- 58. Sharpening steel—used constantly to keep knives sharp
- 59. Sharpening stone—used to sharpen short knives, such as paring knives
- 60. Sheet pan—used for cookies, rolls, biscuits, sheet cakes, and some quick breads; also called a bun pan
- 61. Shigellosis—can be found in protein salads, lettuce, raw vegetables, poultry, shrimp, milk and milk products and may cause abdominal pain, diarrhea, vomiting, fever, or dehydration
- 62. Skimmer—a tool used to remove a substance from the surface of a liquid
- 63. Spatula—used for scraping jobs
- 64. Springform pan—a pan with a clamp that's used to release the pan's bottom from its circular wall; commonly used to bake cheesecakes
- 65. Stack oven—a freestanding rectangular oven that has a series of well insulated shelves stacked on top of one another; also known as a deck oven
- 66. Standardized recipe—a recipe giving exact directions about ingredient amounts and preparation methods
- 67. Staphylococcus—a pathogenic bacterium that resembles tiny circles in the shape of grapes; can be found in the mouth, eyes, ears, and sinuses
- 68. Sterilize—to make free from living microorganisms, such as bacteria or their viable spores
- 69. Stockpot—used for soups, stews, chili, spaghetti, and corn on the cob; has deep, straight sides, two handles, and a lid
- 70. Strainer—used to separate solid particles from liquids
- 71. Teamwork—working together to effectively complete a task as a group
- 72. Temperature danger zone—a zone from 41 degrees to 140 degrees F in which food should not be stored or kept for long periods of time due to risk of spoilage and bacteria growth

- 73. Thermometer—used to check the temperature of ovens, refrigerators, or freezers; the internal temperature of roasting meat; or the temperature of hot fat
- 74. Time/work schedule—a written schedule specifying the sequence of steps for food preparation and the time needed for each step
- 75. Time management—using time wisely to complete a task
- 76. Trichinella—a food parasite that can be found in pork, nonpork sausages and wild game; may cause abdominal pain, nausea, diarrhea, fever, swelling around eyes, thirst, sweating, chills, fatigue, and hemorrhaging
- 77. Utility scissors—used to snip parsley, cut pastry, and perform many other jobs
- 78. Workflow—the movement of work in an orderly manner so it can be done most efficiently
- 79. Work simplification—doing a job in the easiest, simplest, and quickest way possible
- 80. Zester—used to remove tiny strips from the outer surface of citrus peels, which add visual interest and flavor to foods

## Unit 5

### Culinary Laboratory Experiences

1. Aging—in cooking, the period during which food is allowed to rest after a stage of processing; for example, rigor mortis dissipates in freshly killed meat, and freshly milled flour whitens and will produce a less sticky dough
2. Al dente—a French term that means "to the tooth" and refers to a food being prepared so it is firm to the bite—not soft or mushy
3. Bake—cook in the oven in dry heat without a cover
4. Barbecue—to cook by broiling, grilling, roasting, or baking; traditionally, to cook meat on a rack or spit over hot coals
5. Barding—tying thin slices of fat, such as bacon or pork fatback, over meats or poultry that have little or no natural fat to protect and moisten during roasting
6. Baste—to spoon pan liquids over the surface of food during cooking to keep the food moist and add flavor
7. Beat—mix or stir quickly, bringing the contents of bowl to the top and down again
8. Blanch—to briefly immerse food in boiling water or steam; inactivates the enzymes in foods
9. Blend—to mix ingredients until thoroughly combined
10. Boil—to heat a liquid until bubbles rise to the surface; a method of cooking food in a boiling liquid
11. Braise—a long, slow combination cooking technique in which food is seared and then simmered in enough liquid to cover no more than 2/3 of the food
12. Bran—the tough outer layer of a cereal grain and the part highest in fiber
13. Bread—to coat a food item with crumbs and egg
14. Broil—a dry cooking method in which food is cooked directly under a primary heat source
15. Brown—to turn the surface of a food brown by quickly cooking it in hot fat or placing it under a broiler
16. Chop—to cut into small pieces

17. Collagen—a protein found in nearly all connective tissue; dissolves when cooked with moisture
18. Core—to remove the center part or stem of a fruit or vegetable, leaving a hole
19. Cream—to blend until smooth and fluffy
20. Cube—to cut into small squares of equal size
21. Curdling—formation of curds that happen when milk is overheated or an acid food is added to milk products
22. Curing—preserving a food by salting, smoking, and/or drying
23. Cut in—to combine solid fat with dry ingredients until lumps of the desired size remain; may be done using a pastry blender, two knives, or a fork
24. Deep fry—to cook in a large amount of hot fat
25. Dehydration—the process that drives water out of food
26. Desired yield—the amount of food needed for the number of servings required
27. Dice—to cut into very small cubes of even size
28. Dissolve—to cause a solid to turn into or become part of a liquid
29. Dot—to place small pieces of something, usually a fat, over the surface of a food
30. Drain—to remove the liquid
31. Dredge—to coat a food by sprinkling it with or dipping it in a dry ingredient, such as flour or bread crumbs
32. Elastin—a protein found in connective tissues, particularly ligaments and tendons, that does not dissolve when cooked; often appears as the white or silver covering on meats known as "silver skin"
33. Endosperm—the largest part of a cereal grain and a source of protein and carbohydrates (starch); used primarily in milled products
34. Enriched—processed foods, especially grain products, in which nutrients lost in processing have been replaced; using additives to increase the nutritive value of processed foods beyond the level contained in the food before processing
35. Enzymatic browning—the discoloration of fruits and vegetables when peeled, caused by enzymes

- 36. Ethylene gas—a colorless, odorless hydrocarbon gas naturally emitted from fruits and fruit-vegetables that encourages ripening
- 37. Flute—a manner of decorating crust by making uniform folds, grooves, or twists in the crust, such as around the edge of a pie
- 38. Fold—to add ingredients carefully so as not to lose air bubbles; utensil is passed down through the mixture, across the bottom, and up the opposite side of the bowl, gently turning the mixture over
- 39. Fortified—a term used for food products that have had vitamins and/or minerals added to them
- 40. Freshness date—the date stamped on a food product by which the food is guaranteed fresh
- 41. Gluten—a protein found in flour that develops into long, elastic strands during the mixing and kneading process; produces a light, even texture in the finished bread product
- 42. Grate—to shred food into coarse pieces by rubbing it on the teeth of a utensil or rough surface
- 43. Grease—to coat food or utensils with a layer of oil or shortening
- 44. Grilling—a method of short order cooking on a griddle
- 45. Grind—the finished shape of a knife edge
- 46. Homogenization—a process that reduces milk fat to a smaller and more uniform size and distributes it evenly throughout the milk
- 47. Hors d'oeuvres—small, bite-sized finger foods that have a spicy or savory flavor, used often as an appetizer
- 48. Julienne—to cut into long, narrow strips
- 49. Knead—a mixing process in which dough is folded, pressed, and squeezed to strengthen the gluten strands and allow yeast dough to develop the proper texture
- 50. Larding—inserting thin slices of fat, such as pork fatback, into a low-fat meat in order to add moisture during cooking
- 51. Leavener—any ingredient or process that produces air bubbles and causes the rising of baked goods
- 52. Marbling—fat that builds up between muscle fibers
- 53. Marinate—to soak foods in a liquid to improve texture or flavor; the liquid generally contains herbs, spices, and other flavoring ingredients, as well as oil and an acid, such as wine, vinegar, or lemon juice, to break down the connective tissue of meat

- 54. Mash—to break a food by pressing it with the back of a spoon, a masher, or forcing it through a ricer
- 55. Mince—to cut into very fine pieces
- 56. Mise en place—literally in French, "to put in place"; the preparation and assembly of ingredients, pans, utensils, and equipment or serving pieces needed for a particular dish or service
- 57. Pan-broil—to cook without fat in an uncovered skillet without grease and pouring off excess fat as it accumulates
- 58. Pan-fry—a method of cooking in which a moderate amount of fat is heated in a pan before adding food
- 59. Parboil—to boil briefly as a preliminary or incomplete cooking procedure
- 60. Pare—to remove the stem and outer covering of a vegetable or fruit with a paring knife or peeler
- 61. Pasta—an unleavened dough that can be cut or extruded into a variety of shapes and sizes; also a general term for any macaroni product or egg noodle
- 62. Pasteurization—a heat treatment used to destroy bacteria and other microorganisms in foods, such as milk, eggs, wine, and juice
- 63. Poach—to cook in a small amount of simmering liquid
- 64. Portion control—measuring each serving to achieve equal and correct amounts
- 65. Preheat—to heat the oven to the correct temperature before putting in the food
- 66. Preparation station—a place where food is prepared for cooking
- 67. Proof—in yeast dough production, the final rising stage that occurs after the dough is shaped but before baking
- 68. Rehydration—the process of adding water back into a food
- 69. Ripeness—the stage of growth and development of a fruit indicating its texture, appearance, and flavor; can also refer to the unpleasant odor that indicates a food, especially meat, poultry, fish or shellfish, may be past its prime
- 70. Roast—to cook uncovered in the oven with dry heat
- 71. Sauté—to cook food in a small amount of fat, stirring or flipping it frequently
- 72. Scald—to heat a liquid to just below the boiling point; to dip food into boiling water or pour boiling water over the food



- 73. Score—to make small, shallow cuts on the surface of a food
- 74. Sear—to brown food quickly over high heat; usually done as a first step for combination cooking methods
- 75. Sell by date—the last date a food product can be sold
- 76. Shred—to cut or tear into thin pieces
- 77. Sift—to put a dry ingredient through a sieve or sifter to remove lumps
- 78. Simmer—a moist cooking technique in which food is cooked slowly and steadily in a liquid just below the boiling point (185 degrees - 200 degrees F)
- 79. Sliver—to cut into long, slender pieces
- 80. Standardized recipe—a recipe giving exact directions about ingredient amounts and preparation methods
- 81. Standing time—the time during which foods finish cooking by internal heat after being removed from the cooking appliance
- 82. Steam—to cook with vapor produced by a boiling liquid without allowing food to come in contact with the water
- 83. Steep—to cover with boiling water and let stand without additional heating until flavor and color is extracted as for tea
- 84. Stew—to cook one food or several foods together in a seasoned liquid for a long period of time
- 85. Stir—move the ingredients in a circular motion to mix or prevent burning
- 86. Stir-fry—a dry cooking technique; foods cook quickly in a small amount of fat over high heat while stirring constantly; generally uses a wok, a large pan with sloping sides
- 87. Use by date—the date by which food products should be used or discarded
- 88. Whip—to beat rapidly, usually with a whisk to increase volume and incorporate air
- 89. Whole grain—grain that has not been milled
- 90. Yield—the number of servings, or portions, that a recipe produces

Appendix A  
Equivalent Measurements Chart

1 Cup = 1/2 Pint

1 Cup = 8 Fluid Ounces

1 Tablespoon = 1/2 Fluid Ounce

10 2/3 Tablespoons = 2/3 Cup

12 Tablespoons = 3/4 Cup

16 Tablespoons = 1 Cup

2 Cups = 1 Pint

2 Pints = 1 Quart

3 Teaspoons = 1 Tablespoon

4 Cups = 1 Quart

4 Quarts = 1 Gallon

4 Tablespoons = 1/4 Cup

5 1/2 Tablespoons = 1/3 Cup

8 Tablespoons = 1/2 Cup